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ABSTRACT

The relationship between community involvement and academic excellence is discussed. The hypothesis was that performance on the Scholastic Aptitude Test is best predicted by the extent to which students extend their education beyond the classroom to become involved in the businesses, organizations, and other institutions in the community. Senior class members of the P.K. Yonge Laboratory School in Gainesville, Florida and four teachers participated in the community involvement project. The purposes of the project were to help students increase their communication and independent study skills; gain a better understanding of community life; and appreciate the contributions of people of various ages, backgrounds, and occupations. Project implementation included communication with parents, community members, and students about the program. Student responsibilities included biweekly reporting of activities and findings to a seminar, preparation of a resource bibliography, a final presentation, and a project notebook. Students, teachers, and community participants assessed the program. Findings indicated that students believe the program improved their job performance and community awareness and that teachers and community participants viewed the program as a valuable experience. Recommendations for program improvement are suggested. Evaluation forms, student report formats, project proposals, and cover letters are included in the appendix. (Author/DB)

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COMMUNITY INVOLVEMENT: A REPORT OF TRANSITIONAL EXPERIENCES FOR TWELFTH GRADE STUDENTS

by

Ms. Nancy Dean

January, 1976

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Resource Monograph #15

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The many members of our community who welcomed, encouraged and taught our students;

The students themselves whose hard work, enthusiasm and creativity made it all worthwhile;

Tom, my husband and best critic, who was always there to raise important questions and to help provide the answers.

PREFACE

Is there a relationship between academic excellence and openness in the educational environment? Is sharp focus on "basics" a requisite to excellent achievement in the "basics"? While the study reported in this monograph offers no precise answers to these questions, members of the Laboratory School's Division of Pupil Personnel Services maintain that performance on the Scholastic Aptitude Test is best predicted by the extent to which students extend their education beyond the classroom and become involved in the community at large. The high scorers they find, are most often those who have engaged themselves fully in opportunities offered to learn about and provide services to their community's businesses, organizations, and institutions.

The School's philosophy is one which encourages both extensive and intensive community participation by the 900 pupils enrolled, ranging from kindergarten through grade twelve. It is our belief that such relevant, purposeful experiences contribute significantly to the outstanding academic achievement of P. K. Yonge students. No children repeat grades, and a drop-out rate of less than three percent has been maintained through the years. At the same time, during the past two years, P. K. Yonge has placed more than eight times as many students in the National Merit semifinalist group than would be expected in an average high school of its size.

Such outstanding performance is a source of great pride to parents, students, and faculty, particularly in light of the fact that the School's population is not selected from the academically elite as some believe. Rather, in order to provide research and development data relevant to the needs of public schools, admission is according to a formula. Precise application of the formula insures that the socio-economic levels and racial mix are representative of the State's population as a whole.

The emphasis in the School on students' active involvement in their community does merit considerable recognition as a contributor to students' academic success. A culmination of such activities occurs at the senior high level. A description of the program is the subject of this monograph.

Ruth Duncan, Coordinator
Research and Dissemination
P. K. Yonge Laboratory School

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COMMUNITY INVOLVEMENT: A REPORT OF TRANSITIONAL EXPERIENCES FOR TWELFTH GRADE STUDENTS

Purpose

The purpose of the Community Involvement Project was to test the effects upon members of a twelfth grade class when each member participated intensively in a major aspect of community life--political, social, economic, or service. Among the anticipated benefits to be derived by students were (1) an increased awareness of the scope of possibilities for constructive participation in and service to community life, (2) an increased recognition of the value of a sense of community and responsible involvement in the activities of the community, and (3) an increased recognition of the worth of self and others.

Rationale

Adolescence is a period of growth and change, questioning, and re-evaluation. It is a time of confusion and emerging awareness, a period of transition from childhood to adulthood, when patterns for independent behavior are being sought. Further, at no other time in life are energy and ingenuity at a higher peak.

Throughout history young people have utilized these qualities in performing productive roles in the mainstream of society. In recent years, however, possibly because of the increased complexity of our society and the extension of the period of formal education or training, the movement of youth into the mainstream of productive society has been increasingly delayed. In addition, secondary school education has persisted in being predominantly academic, preparing students only for more schooling. Little creative direction is given to channel the abundance of energy or the varieties of talents and interests characteristic of adolescents; little emphasis is placed on examining values or on generating commitment to values through active involvement in our society. Furthermore, few purposefully planned transitional experiences, essential to assist youth in ways to facilitate movement into the adult world as productive participants in our multi-dimensional society, are provided by our educational system.

As a consequence, many young people become restless and view their educational experiences as both irrelevant and insufficiently

challenging. In addition, many young people rebel against their continuing dependent relationships with adults, while others become fearful of independence. If we are to survive as a functioning democracy, we must move away from these delimiting experiences and begin to foster the growth of the individual's sense of efficacy and commitment. These purposes can be served by utilizing the community as a laboratory for students' participation in exploratory projects within the mainstream of community life and by building appropriate in-school learning experiences around that participation.

There are, of course, many young people who make a contribution to their own welfare and the welfare of others by means of work or volunteer services. However, many do not have such experiences. In addition, those who do may derive greater benefit through studies placing their contributions in a broader perspective within the context of our society. To this end of providing new, active experiences and enlarging the scope of ongoing activities, each member of the Senior Class was required to carry out a major project in some field of interest outside of the realm of classroom experience as part of the Study of Man program during the 1974-75 school year.

Objectives

Specific objectives of the program included the following:

1. That the participant (a) increase his communication skills through purposeful reading, writing, discussing, interviewing, reporting, and conversing with people of different ages and backgrounds and (b) increase his independent study skills through organizing and planning his own project, scheduling, utilizing, and accounting for his time, and through evaluating the outcomes of his experience.

2. That the participant (a) acquire an understanding of and appreciation for the many dimensions of community life in general and of the specific community in which he lives and (b) recognize his responsibilities in contributing to the quality of community life as well as the pleasure to be derived from broad participation in the affairs of his community.

3. That the participant acquire understanding of and appreciation for contributions of people of various ages, social and economic backgrounds, and occupations to the quality of community life.

Population

Each member of the Senior Class of P. K. Yonge Laboratory School was required to participate in the Community Involvement Project. These students comprised a representative high school population, including people of divergent abilities and achievement levels as well as socioeconomic and racial groups. Seniors were chosen rather than younger students because it was felt that the need for experiences in the community, easing the transition from high school to the less protective ambience of higher education or a job, was greatest at this point in the students' education.

Staffing

There were four teachers involved in the planning and implementation of the program. Three of the teachers were the regular Study of Man instructors. The fourth teacher was freed from one-half of her teaching duties and assigned to coordinate the Community Involvement Project.

The teachers worked together as a team. All teachers advised students as to appropriate project sites and were involved in helping students follow through with project choices. In addition, each teacher had the responsibility of directing a project seminar group described under Implementation beginning below.

The project coordinator had additional responsibilities. She compiled lists of community resources, contacted community members, and aided students in finding work or volunteer positions within the community. She also was responsible for evaluating individual projects and evaluating the program as a whole.

Implementation

To facilitate implementation of the program, the project coordinator was employed for three weeks in the summer prior to the 1974-75 school year to design guidelines and requirements for the projects and to plan for the coming year. During this time, she wrote a description of the projects, as planned, outlining the rationale and goals of the program, requirements for students, and suggestions for related topics

of study. This description was sent, along with a cover letter and response form (see Appendix A), to parents of seniors and to many members of the local community. The purpose of this was to familiarize the community with the program and to compile a list of community resources to aid in the placement of students in Community Involvement sites. In addition, numerous telephone contacts and visits were made to solicit community members' participation in the program. By the end of the three-week period, the project coordinator had an organized list of community members who were willing to aid students in their projects.

Late in September, the project overview and requirements were presented to students. Students were given a written description of the program, revised and shortened from the original description. Teachers also presented the description orally, giving students a chance to discuss the program.

The fields in which the students could choose to work included such broad areas as social service, education, economics, the arts, and government and politics. (Further suggestions are listed in Appendix B.) Projects could be carried out independently or in conjunction with agencies, organizations, industries or businesses; and students could work individually or in small groups.

In order to aid students in selecting projects, a series of assemblies was scheduled throughout the month of October (see Appendix C). Speakers knowledgeable in the areas of environmental reform, volunteer services, public health, education, the arts, and government were invited to these assemblies to discuss needs and possibilities with the seniors. In addition, the project coordinator held individual conferences with each senior during Study of Man class time to discuss students' interests, community needs, and project possibilities.

Following these presentations and conferences, each student was required to prepare a written project proposal. By a deadline of November 1, all proposals had been submitted for approval to the student's Study of Man teacher and to the project coordinator. (The format for project proposals is outlined in Appendix D.) If a student's proposal was not approved, he met with the project coordinator, who worked with him until the proposal was acceptable.

Once a student's proposal was approved, he was free to begin work on his project. Each student was required to participate in Community Involvement activities for a minimum of nine weeks. However, students were free to choose the nine-week period marking the second or the third quarter of the school year. This was planned to give students greater flexibility in scheduling.

The implementation of the project was basically designed as an out-of-class activity. However, to the extent that the quality of the students' work in Study of Man and in any other area permitted, and to the extent that his project required, a student could be excused from class time to work on his project. Few students actually utilized this option.

Each student's project had to include three basic dimensions: action, analysis, and interrelation. Action denoted the student's active involvement in some aspect of the community, including his activities, duties, and functions in connection with his project. For example, if a student chose working in a home for the aged as his project, the action dimension included such things as writing letters for and reading to residents, providing companionship, and serving meals.

The analysis dimension of the program encompassed an in-depth examination of the activities or agency in which the student was participating, including such factors as the social structure apparent within the agency, the needs served by the activities, and the problems manifest in the agency. In a home for the aged, a student might have analyzed the friendship ties within the home, the services provided for residents, and the gaps between services provided and services needed.

In the interrelation dimension, the student placed his project in a broad perspective and related it to other activities and concepts--past or present--in his area of interest. Through readings and other sources of investigation, the student was expected to increase his understanding of the broad area in which he was serving. In the case of the project serving the aged, the student could have surveyed the problems of the aged in general, placed the problems in historical perspective, or compared his agency to other agencies serving the aged.

The types of projects students chose varied widely. Some worked with small children; some worked with the aged. Others worked in such diverse fields as law, government, medicine, and athletics. For a complete overview of projects chosen by students, see Appendix E.

Although there was great diversity in the types of activities in which students participated, some logical groupings did emerge. These were utilized to place students into five general groups: education and social service; business, government, and law; culture; the environment; and health and medicine. Each student was placed in one of these groups, called seminar groups, and weekly meetings were held throughout the second quarter of the year.

Seminar group meetings were held during Study of Man time. Study of Man teachers and the project coordinator led the group meetings. In addition, one of the guidance counselors agreed to supervise the fifth group since there were only four Study of Man teachers. Teachers met with seminar groups on a rotating basis, to insure that all teachers involved were familiar with all projects.

The purpose of the seminar groups was to deepen students' awareness or understanding of their own projects and the relationship of individual projects to the community. During seminar sessions, students were asked to share their experiences and activities with each other. Common problems were discussed and possible solutions were examined. Periodically, guest speakers knowledgeable in the areas of common interest were invited to participate in these discussions. For a complete guide used in seminar group meetings, see Appendix F.

Seminar groups were continued throughout the third quarter of the year. However, groups met only once every two weeks during the third quarter, and seminar times were utilized primarily to discuss any problem which arose and to plan for the final presentations.

Each student was responsible for comprehensive reporting of his activities and findings to other students, teachers, parents, and those served. Written progress reports were completed every two weeks and turned in to the student's Study of Man teacher (see Appendix G for format). These reports were read and evaluated by the student's Study of Man teacher and by the project coordinator. Students were also required to submit a bibliography of resources used to broaden personal insights in their project area. This bibliography and the bi-weekly reports were combined by the student to make a notebook, which was submitted upon completion of the project.

In addition to individual reports, each student was required to participate in a final presentation. The final presentation was designed to be an informal evening in which students shared their experiences with faculty, parents, community participants, and other students. Each seminar group planned and implemented its own presentation, and each member of the groups was responsible for contributing information and supporting pictures or documents for his own project.

The final presentation took place in the school library. Each seminar group set up displays in a section of the library and people were free to examine the displays at their leisure. Displays included posters and charts, photographs of students at work, and slide presentations. In addition, several unique demonstrations were presented. For example, a student who had worked in the cast room of the

University of Florida Medical Center actually applied a cast to the arm of a fellow student. In most seminar groups each student prepared a separate presentation of his project. One group, however, chose to combine efforts and presented a slide show on a unifying theme, utilizing pictures of each member of the group at work.

The final presentations marked the end of the Community Involvement Projects. After this, each student was graded on his work, based on evaluations from the project coordinator, the student's Study of Man teacher, and the student's seminar group leader. This grade became part of the student's Study of Man grade.

To recognize students who had done outstanding work on their projects, an achievement award and five honorable mentions were presented on graduation night. These awards recognized students who had excelled in uniqueness of approach to the project and completeness and promptness in completing all assignments.

Evaluation

Instruments

To assess the effectiveness of the program, several informal evaluation instruments were adminstered. The first was a student evaluation form (see Appendix H). This instrument was given first in January, after most of the students had begun their projects, and again in April, when students were finished with their community involvement work. This questionnaire was used to evaluate the program from the students' point of view and to provide direction for improvement.

Teachers involved in the program also provided continual evaluation. After each seminar group meeting, each seminar group leader filled out an evaluation form (see Appendix I). These were used to evaluate the seminars and to keep the project coordinator informed of any problems students were having with their work. In addition, all teachers completed an evaluation questionnaire at the end of the program in which they ranked students with reference to success on their Community Involvement Projects (see Appendix J). These served as a basis for awarding grades to students for their work and for dividing students into six stanine groups for further research.

Eighteen students were then randomly selected from each of the stanine groups to help in a post-project evaluation. This evaluation was accomplished through individual conferences conducted by the

project coordinator. The format for the conferences is outlined in Appendix K. This, along with the recommendations of an informal, volunteer student assessment committee (summarized in Appendix L), was used to identify factors that led to success in the Community Involvement Projects and to revise the program format for the next school year.

The final evaluation instrument used was a questionnaire sent to community leaders who had been involved in the program (see Appendix M). This instrument provided feedback and suggestions from community leaders relative to individual projects and to the program as a whole.

Results

The student evaluation form showed a slight drop in positive responses to questions 1, 2, and 3 in April (see Tables 1, 2, and 3). However, positive responses to question 4 increased in the spring (see Table 4). This would seem to indicate that although students felt there were problems and faults with their community experiences, they felt sufficiently positive to want the projects to continue, with revisions. This conclusion was supported by question 5 (see Table 5) and other informal evaluation results.

The results of the evaluation form completed by community leaders are summarized in Table 6. Students were rated relatively high by community leaders. Caution must be taken in the interpretation of these results, however, since only 19 community participants completed and returned the evaluation forms. It is felt that those who responded were likely to have been those who had had good experiences with the students.

Teachers also rated students on the basis of success on their projects. The results of this rating were highly favorable: 55% of the students were rated "successful," and 29% were rated "moderately successful." Only 16% were rated "unsuccessful." This indicates that teachers viewed the Community Involvement Projects as a valuable experience for the students.

The results of the Individual Conference Form indicate no major differences in the responses of students rated successful, moderately successful, and unsuccessful. Students interviewed felt the projects gave them increased faith in and understanding of themselves and others; additional skills related to job hunting or their specific area of work; increased ability to work independently; and an increased awareness of the community in which they worked.

TABLE 1

Student Evaluation Form
Question 1

Has your community involvement work been meaningful to you?

Response	Pre	Post
	Percent	Percent
Very	58	41
Some	32	45
Not at all	10	14

TABLE 2

Student Evaluation Form
Question 2

Have you learned new things about yourself through your community involvement project?

Response	Pre	Post
	Percent	Percent
A lot	42	25
Some	38	52
Very little	20	23

TABLE 3

Student Evaluation Form
Question 3

Have you learned new things about your community?

Response	Pre	Post
	Percent	Percent
A lot	37	29
Some	46	50
Very little	17	21

TABLE 4

Student Evaluation Form
Question 4

The community involvement project is a valuable addition to the Study of Man curriculum.

Response	Pre	Post
	Percent	Percent
Strongly agree	13	25
Agree	26	31
Not sure	41	23
Disagree	7	14
Strongly disagree	13	7

TABLE 5

Student Evaluation Form
Question 5

Do you think students should participate in a community involvement project next year?

Response	Pre	Post
	Percent	Percent
Yes	NA	63
No	NA	14
Unsure	NA	7
Make it optional	NA	16

TABLE 6
Evaluation of Community Leaders

Questions	Always	Usually	Sometimes	Seldom	Never	Highly Successful	Moderately Successful	Unsuccessful
	----------	----------	----------	---Percent---		----------	----------	----------
1. Did the student consistently meet the commitment he made to you in terms of time?	56	39	5	--	--			
2. Did the student inform you if he was unable to meet this commitment?	53	37	5	--	--			
3. Did the student follow directions willingly and efficiently?	84	16	--	--	--			
4. Did the student work well independently?	63	32	5	--	--			
5. Did the student work well with other people?	58	37	5	--	--			
6. Did the student show enthusiasm for his work?	53	42	5	--	--			
7. Did the student make an effort to do more than he was required to do?	16	58	21	5	--			
8. Please rank the student in terms of his over-all success in his work with your agency.						58	42	--

Recommendations

Results of the evaluation by teachers, students, and community leaders were favorable enough to warrant the continuation of the Community Involvement Projects during the next school year. However, keeping in mind the problems of the program, the following changes are suggested:

1. The Community Involvement Projects must be more carefully integrated into the Study of Man curriculum.

2. Class time should be assigned--not only for seminars and discussion, but also for students to work on their projects.

3. Students should not do their work on jobs they already hold, except in special cases.

4. In-depth discussion of projects should take place in Study of Man classes rather than in seminar groups. There should be no rotation of teachers.

5. A Community Involvement Project grade should be given. Special commendations for superior work should be noted on students' transcripts.

To facilitate accomplishment of the goals of the program, the first quarter of the year will be dedicated to teacher planning and preparation for succeeding quarters. Students will be introduced to project goals, opportunities, and requirements during the second quarter. At this time, teachers will schedule speakers to acquaint students with project possibilities and will arrange individual conferences with students relative to project choices.

All students will be actively involved in a Community Involvement Project during the third quarter of the year. In addition, in-depth discussions of project findings and problems will take place during Study of Man time. Approximately one day a week will be devoted to the projects. This time will be devoted to discussion as well as to active involvement.

Final presentations will be made early in the fourth quarter. This will give students ample time to prepare their presentations. Once the presentations are completed, the rest of the school year will be dedicated to evaluation of individual students and the project as a whole.

Teachers and administrators involved in the program feel that it is important to integrate the Community Involvement Projects more fully with the Study of Man curriculum. To this end, the program coordinator will work with the project only one hour a day. She will be largely responsible for community contacts and working individually with problem students. The other Study of Man teachers will work more closely with students, both as individuals and as groups.

APPENDIXES

APPENDIX A

P. K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA, GAINESVILLE 32611

Dear

Since 1970, the P. K. Yonge Laboratory School has given priority to research and development in education, especially "high-risk experimentation focused on persistent problems in teaching and learning". One problem of current concern is the pressure of citizenship demands which the complexity of our social and political structure force upon an often ill-prepared young adult. He is likely to reach young adulthood with inadequate experience for rational application of his knowledge to economic, social, and political issues. Recognition of this limitation in the educational programs of students has led the P. K. Yonge faculty to seek deep and extensive involvement of all students in these aspects of community while they are still in school.

Extension of the educational setting beyond the campus to provide familiarization with the participation in the organizations and institutions of the community is one way of achieving such involvement. Consequently, as one of this year's Study of Man requirements, each senior student will be expected to carry out a service project which will benefit some other person, a group of people, this school, or the community. Details of this program, as we envision it, are presented in the enclosed description.

As leaders in our community you are in a unique position to help us test out ways to fill this gap in the program of our young people and to utilize this youthful reservoir of manpower to the significant benefit of our community. We would appreciate having your ideas and suggestions as we plan this program and solicit your cooperation in the implementation of this study. To that end, please return the self-addressed sheet which is attached.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

We are fortunate to have Mrs. Nancy Dean to serve as Community Involvement teacher in this project. Should you want to talk to Mrs. Dean before responding, you may contact her here at school, 392-1554.

An investment of your time with the youth of today will certainly be an investment in the future of our community. Citizens such as you make a better community in which the schools can educate our youth. We look forward to working with you on this project.

Sincerely,

J. B. Hodges, Director
P. K. Yonge Laboratory School and
Professor of Education

APPENDIX A (Continued)

Responses to the Proposed P. K. Yonge Program
for 12th Grade Students in Community Involvement*

1. The purposes and activities of this program are consistent with some of the things I feel high school students should be learning. Not at all _____, somewhat _____, very _____ consistent

2. I want to participate. Please call me at telephone number _____ between the hours of _____ and _____.

3. I have examined the list of possibilities for student projects in Appendix B. I can contribute in the area(s) of
   1.
   2.
   3.

4. I suggest that the following areas also be added to the lists:

5. Other comments or suggestions I have are:

6. I am not sure how I can help but would like to discuss possibilities with Mrs. Dean. Please call me at telephone number _____ between the hours of _____ and _____.

7. I can not participate at this time but please contact me in the month of _____ at telephone number _____.

Name _____ Position _____

Name of agency, organization, or business

Address Telephone

*Please fold and return your response as quickly as possible.

APPENDIX B

Project Possibilities

I - Area List

Accounting
Advertising
Agriculture
Animal Science
Anthropology
Architecture
Art
Astronomy
Athletics
Auto Mechanics
Aviation
Banking and Finance
Biology
Broadcasting
Building Construction
Business
Carpentry
Chemistry
Comparative Cultures
Computer Sciences
Cosmetology
Counseling
Crafts
Dairy Science
Dance
Dentistry
Drafting
Drama
Economics
Education
Electronics
Engineering
Entertainment Technology
Environmental Studies
Family
Food Science
Forestry
Geography
Geology
Government
Health
History
Home Economics
Horticulture
Industry
Interior Design
International Affairs
Journalism & Communication
Landscaping
Law
Library Science
Linguistics
Literature
Magic
Masonry
Mathematics
Medical Technology
Medicine
Military Service
Minority Groups
Music
Nursing
Nutrition
Occupational Therapy
Oceanography
Pharmacy
Philosophy
Photography
Physical Education
Physical Therapy
Physics
Plumbing
Police Services
Political Science
Psychology
Public Relations
Recreation
Religion
Secretarial Work
Science
Sociology
Soil Conservation
Speech
Veterinary Science
Welding
Wildlife Ecology

APPENDIX B (Continued)

II - Social Service

Programs for the:
- Deaf
- Blind
- Aged
- Retarded
- Emotionally Disturbed
- Economically Deprived

Child Abuse Agencies
Child Care Centers
Community Development
Consumer Problems
Suicide and Crisis Intervention
Drug Counseling
Ecology Center
Legal Aid
Mental Health Clinics
Parole and Probation
Health Organizations
Division of Youth Services
Division of Family Services

To assist you in the selection of your project, answer the following questions:

Which broad area on these lists interests you the most?
What aspect(s) of this area interests you the most?
What activities could you undertake in this field?
What questions arise in your consideration of these activities?
What goals would you set for yourself in this area?
What are some possible ways you could achieve these goals?

Please note: These are only possibilities and suggestions. You may consider and propose agencies or areas which do not appear on this list.

APPENDIX C

Community Involvement Project
Speaker Schedule

October - 1974

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	Sept. 30 4th Period Patsy Braswell Florida Museum (the Environment)	1	2	3 4th Period Joy LaRue Voluntary Action Center Tom Pierson Mini-Mickrake (volunteer services)	4	5
6	7	third period 8 Brian Smith U of Fla. (Public Health)	optional 9 3rd Period Mr Brown County Extension Service	4th Period 10 Jim Longstreth Superintendent of Schools (Education)	11	12
13	14	4th period 15 Kirsky Crisp Gainesville Association for the Creative Arts (Culture)	16	4th period 17 Sidney Knight concerned citizen (government)	18	19
20	optional 21 4th period Phil Weinrick Morningside Nature Center	22	23	24 Faculty Workdays	25	26
27	28	29	30	31	Nov. 1 Project Proposals Due	

APPENDIX D

Project Proposal

Name_____
Date_____
Approved:_____, Study of Man teacher
_____, Community Involvement teacher

1. Project Title

2. Action

Description of the project and the services and/or duties to be performed. State precisely what you intend to do, with whom you will be working, supervision to be provided and by whom, where your services are to be performed. Give any other information necessary to provide the reader a clear understanding of the services and activities involved.

3. Analysis

Consider and answer the following questions: What methods do you intend to use and what issues do you intend to investigate with respect to your project? What effects will your activities have on you and on others? Include a full description of the needs satisfied by the services you provide.

4. Interrelation

Consider and answer the following questions: How do you plan to relate your project to the broad field of which it is part? What sources do you plan to use to facilitate this?

5. Reporting

Explain in detail how you plan to supplement your final report of activities and findings (visual aides, method of presentation, etc.).

APPENDIX E

Project Overview

Student Number	Project
1	Big Brother Program
2	Landscaping: PKY
3	High School Band
4	Business
5	Real Estate Appraisal
6	Historic Gainesville
7	Athletics
8	City Politics
9	Landscaping
10	Medical Research
11	City Politics
12	Day Care
13	Revere Cycle Works
14	Job (gas station)
15	Music
16	Arts Festival
17	Work with the Aged
18	Morningside Park
19	English Language Institute
20	Sears
21	Elementary Education
22	Juvenile Court
23	Kids Who Kare
24	Plant Store
25	Travel Agency
26	Apartment Maintenance
27	Engineering
28	Morningside Park
29	Photography
30	The Environment
31	Architecture
32	Photo Study of Environment Problems
33	Law
34	Elementary Education
35	Morningside Park
36	Commercial Radio
37	Recreation

Student Number	Project
38	Medical Center Cast Room
39	Publix
40	Drama / Yard Work
41	Elementary Education
42	Elementary Education
43	V. A. Hospital
44	County Extension (Home Economics)
45	Kids Who Kare
46	Kids Who Kare
47	Biology Research
48	Home for the Aged
49	Gainesville Little Theater
50	Sears
51	Yearbook
52	County Extension (Home Economics)
53	Gainesville Association for the Creative Arts
54	Morningside Park
55	Florida Trail Association
56	Photography
57	Medical Center
58	Music
59	V. A. Hospital
60	Law
61	Maintenance Work
62	County Sheriff
63	Law
64	Sports / Education
65	Fine Arts Planning Board
66	V. A. Hospital
67	Boys' Club
68	Cypress Swamp
69	Gainesville Women's Health Center
70	Publix
71	Elementary Education
72	Day Care
73	Blood Bank
74	Veterinary Science
75	The Drug Project
76	Kids Who Kare
77	Reading Lab Aide (Santa Fe)
78	V. A. Hospital
79	Florida Museum

APPENDIX F

Community Involvement Project
Seminar Curriculum Guide

This is an "idea guide" to provide continuity for students in their weekly seminar groups. How you want to utilize these ideas is, of course, up to you.

Week	Topics
1	Fill out cards; Discuss Action Dimension: What they're doing, how it's going, how they like it, duties and problems; Discuss format for bi-weekly reports; review Analysis and Interrelation Dimensions.
2	Bi-weekly reports due. Discuss final reports (done by seminar group). Discuss Analysis Dimension, #1.
3	Discuss Analysis Dimension, #2, 3, 4 & 5.
4	Bi-weekly reports due. Discuss Analysis Dimension, # 6 and 7. Emphasize #7.
5	Discuss the effects of plans for improvement that were drawn up the previous week. Discuss Analysis Dimension, # 8, 9 & 10.
6	Bi-weekly reports due. Identify the broad area of which each project is a part. Discuss Interrelation Dimension # 1 and 2. Plan for speakers to expand knowledge in these areas. (Ms. Dean will contact and schedule speakers.)
7	Speaker, resource material, or library time on Interrelation Dimension, # 1 - 5. Student Evaluation.
8	Bi-weekly reports due. Discuss Interrelation Dimension # 7 and 8. Optional: an additional speaker.

APPENDIX F (Continued)

Analysis Dimension
Topics for Consideration

1. The social structure apparent in your agency, business, or activity. Consider the power hierarchy, the division of labor, and the symbols of status.

2. The treatment of young people by the older people with whom you come in contact. Consider the importance they place on your ideas and ways you can influence their opinions.

3. The effect you have on the feelings of others; how your responses to people influence their responses and attitudes. Experiment with this.

4. The values and beliefs underlying your agency, business, or activity.

5. The ways your own values and beliefs differ or concur with those underlying your agency, business, or activity.

6. The benefits or services offered by your agency, etc. Consider the needs filled by these services.

7. The problems and weaknesses you have discovered in the successful functioning of your agency. Suggest ways to eliminate these problems. Effect your plan.

8. Friendship ties which have developed. Explain the characteristics which draw people together into friendship relationships.

9. What have you learned through this experience?

10. How have you contributed to others in your work on this project?

APPENDIX F (Continued)

Interrelation Dimension
Topics for Consideration

1. The ways in which your agency, business, or activity is similar to or different from other organizations with similar functions. Consider overlaps and gaps with respect to services. Investigate comparative benefits for employees and volunteers.

2. The over-all effect your agency or activity has on the community.

3. The historical development of your area of interest.

4. The opinions of other people concerning the need for the services rendered by your agency.

5. The opinions of others concerning the solution to problems facing your agency.

6. The ways in which your particular agency, business or activity fits into the broad area or realm of which it is a part. For example, if you have chosen to work in a clothing store, you might investigate the field of retailing.

7. What has this experience taught you about your place in society: your freedoms, responsibilities, benefits and problems? Consider the concept of commitment.

8. How has this experience affected other aspects of your life (for example, friendships, family relationships, and the use of time)?

APPENDIX G

Bi-Weekly Reports
Format

Name _____

Date _____

Project Title _____

Seminar Group _____

Study of Man Teacher _____

Report Number _____

1. Action

Explain in detail the activities you have performed in connection with your project during this two-week period. Include a description of your specific duties or actions and the services you have provided.

2. Analysis

Describe the observations you have made as to the organization and structure of the area in which you are working. Include an explanation of the insights you have had with respect to the deeper nature of your project area, and the needs served by you and the agency and/or activity in which you are participating. In addition, list any problems or questions that have arisen in your work on your project.

3. Interrelation

Describe the activities and research you have completed in order to increase your understanding of the relationship between your project and the broad area of which it is a part. Include a list of the readings you have completed in this area.

APPENDIX H

Student Evaluation Form

Name _____

Date _____

1. Has your community involvement work been meaningful to you?

   very _____ some _____ not at all _____

2. Have you learned new things about yourself through your community involvement project?

   a lot _____ some _____ very little _____

3. Have you learned new things about your community?

   a lot _____ some _____ very little _____

4. The community involvement project is a valuable addition to the Study of Man curriculum.

   strongly agree _____ agree _____ not sure _____

   disagree _____ strongly disagree _____

5. Do you think students should participate in a community involvement project next year? _____ Please comment.

6. Please list any ideas or suggestions you have (for the improvement of the community involvement projects).

APPENDIX I

Community Involvement Project
Seminar Reaction Sheet for Teachers

Date _____

Teacher's Name _____

Seminar Group _____

1. How did it go this week?

2. Was the suggested curriculum too much to cover in an hour?

3. Please list suggestions for improvement.

4. Please list any students who are having problems with their projects.

5. Please note any ideas you have had for assessment.

APPENDIX J

Community Involvement Project
Evaluation Questionnaire

Please rank these students with respect to their success on their Community Involvement Projects as follows:

Highly Successful - 1
Moderately Successful - 2
Unsuccessful - 3
Insufficient information to Judge - 4

Student Number	Project	Rank
1	Big Brother Program	_____
2	Landscaping: PKY	_____
3	High School Band	_____
4	Business	_____
5	Real Estate Appraisal	_____
6	Historic Gainesville	_____
7	Athletics	_____
8	City Politics	_____
9	Landscaping	_____
10	Medical Research	_____
11	City Politics	_____
12	Day Care	_____
13	Revere Cycle Works	_____
14	Job (gas station)	_____
15	Music	_____
16	Arts Festival	_____
17	Work with the Aged	_____
18	Morningside Park	_____
19	English Language Institute	_____
20	Sears	_____
21	Elementary Education	_____
22	Juvenile Court	_____
23	Kids Who Kare	_____
24	Plant Store	_____
25	Travel Agency	_____
26	Apartment Maintenance	_____
27	Engineering	_____

APPENDIX J (Continued)

Student Number	Project	Rank
28	Morningside Park	
29	Photography	
30	The Environment	
31	Architecture	
32	Photo Study of Environment Problems	
33	Law	
34	Elementary Education	
35	Morningside Park	
36	Commercial Radio	
37	Recreation	
38	Medical Center Cast Room	
39	Publix	
40	Drama / Yard Work	
41	Elementary Education	
42	Elementary Education	
43	V. A. Hospital	
44	County Extension (Home Economics)	
45	Kids Who Kare	
46	Kids Who Kare	
47	Biology Research	
48	Home for the Aged	
49	Gainesville Little Theater	
50	Sears	
51	Yearbook	
52	County Extension (Home Economics)	
53	Gainesville Association for the Creative Arts	
54	Morningside Park	
55	Florida Trail Association	
56	Photography	
57	Medical Center	
58	Music	
59	V. A. Hospital	
60	Law	
61	Maintenance Work	
62	County Sheriff	
63	Law	
64	Sports / Education	
65	Fine Arts Planning Board	
66	V. A. Hospital	
67	Boys' Club	
68	Cypress Swamp	

Student Number	Project	Rank
69	Gainesville Women's Health Center	_____
70	Publix	_____
71	Elementary Education	_____
72	Day Care	_____
73	Blood Bank	_____
74	Veterinary Science	_____
75	The Drug Project	_____
76	Kids Who Kare	_____
77	Reading Lab Aide (Santa Fe)	_____
78	V. A. Hospital	_____
79	Florida Museum	_____

APPENDIX K

Community Involvement Project
Individual Conference Sheet

Student's Name _____

Date _____

1. What were your own goals for your Community Involvement Project?

2. Did you meet these goals?

3. What reasons do you have to support this?

4. What did you learn from this experience that could help you do it or something similar better another time?

APPENDIX L

Community Involvement Project
Evaluation Committee
Meeting: May 13, 1975

Members: Mark Bigelow, Donna Hope, Piera Lisca, Mike Blitch, Kenny Bielling, Dan Mesa, Leah Guertin, Lucinda Cripe. (volunteers)

Recommendations

Require participation for SOM grade not for graduation.

Grade the bi-weekly reports - for feedback.

Give extra credit for people who go beyond the requirements.

Give special commendations on transcripts for superior work.

More teacher visits to project sites.

Revise bi-weekly report format: use a simple What I did/How I felt about it format.

Utilize class time - perhaps during mini courses.

Change SOM to 5th and 6th period and give students the afternoon to work for a specified period of time.

Have all seniors do it the same quarter; 2nd or 3rd quarter.

Bring in more speakers.

Organize field trips to different areas of the community to build enthusiasm for the projects and to orient students to project possibilities.

Present the program to this year's Juniors; student committee will help with the presentation.

No rotation of seminar leaders or no seminars - use classes instead.

Don't send out descriptions in the summer. Language too confusing. Just give oral presentation and written description of basic requirements and formats. Put in more direct language.

Individualize formats for reporting. Use different outlines for different purposes. Develop a series of outlines as models, then individualize in conferences with each student.

APPENDIX M

Community Involvement Project
Evaluation Form for Community Leaders

1. Did the student consistently meet the commitment he made to you in terms of time?

____always ____usually ____sometimes ____seldom ____never

2. Did the student inform you if he was unable to meet this commitment?

____always ____usually ____sometimes ____seldom ____never

3. Did the student follow directions willingly and efficiently?

____always ____usually ____sometimes ____seldom ____never

4. Did the student work well independently?

____always ____usually ____sometimes ____seldom ____never

5. Did the student work well with other people?

____always ____usually ____sometimes ____seldom ____never

6. Did the student show enthusiasm for his work?

____always ____usually ____sometimes ____seldom ____never

7. Did the student make an effort to do more than he was required to do?

____always ____usually ____sometimes ____seldom ____never

8. Please rank the student in terms of his over-all success in his work with your agency.

____highly successful ____moderately successful ____unsuccessful

9. Below please provide us with your suggestions for improving this project.